

**The Correlation between Students' Motivation and Learning Achievement of
the Eleventh Graders of SMK 1 PSKD Jakarta**

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Abstract

The objective of this study was to find out the correlation between students' motivation and their English learning achievement at SMK 1 PSKD. This study used quantitative method. The instrument used was a 17 Likert-scaled questionnaires. The score of English learning achievement was taken from the report final exam of eleventh grade. The respondents of this study were XI AK and AP at SMK 1 PSKD. The total number of respondents was 38 students. This study used a survey or correlation study. Data analysis showed there was positive correlation between students' motivation and their English learning achievement. The number of correlation coefficient was 0.324 which means that the correlation coefficient was weak. The coefficient of determination was 10.5% which means such amount contributed on English learning achievement while 89.5% was other undefined factors.

Keywords: *Students' Motivation, English Learning Achievement*

Introduction

The factors to L2 learning might be influenced by teacher, learning materials, learning interest, social need or even parental background. Motivation is the main reason why we behave as we do and intentionally revolve around. We are all motivated by many different things. It is influenced by our past, present and future. Motivation is the light for learning. According to Widowati (2012), “motivation is what moves us to action: why we start, go on with stop an activity; giving a motive to do something; internal processes and external incentives that spur us to satisfy a need; the response we make to challenges and threats in situations where success or failure is possible, enthusiasm, confidence and persistence” (p.8).

Brown (2000) asserts that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation, namely instrumental versus integrative motivation. To investigate and realize the effect of motivation on second language acquisition, the two basic types of motivation (integrative and instrumental) should be identified. Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus, referring to a more functional reason for language learning (Gardner and Lambert, 1983).

Motivation is a very important factor determining second language learning success because it can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning, Li & Pan (2009). According to Yu-mei (2009) motivation is one of several important factors that may influence students' English achievement.

Learning achievement is a sentence consisting of two words, namely “Achievement” and “Learning”. An achievement test is intended to measure what the student has learned or what skills the student has mastered. Ur (2009) also states that “an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned. According to Wardiaty (2006), “learning is activities are carried out routinely on a person's conscious and so will change both individual knowledge, skill attitudes and behavior resulting from the process of training and experiment of individual themselves in interacting with their environment” (p.6). Peter (2008) stated that achievement refers to school-based learning, while ability and aptitude

refer to broader learning acquired mostly through nonschool sources, such as parents and peer groups.

This study was to test whether there is correlation between students' motivation and their English learning achievement. In line with the research question above, the hypotheses to test in this research was formulated as follow: Ho: There is no positive correlation between students' motivation and language learning achievement of the eleventh graders at SMK 1 PSKD; and Ha: There is a positive correlation between students' motivation and language learning achievement of the eleventh graders at SMK 1 PSKD.

Methodology

This research was an correlational research which was conducted on June 8th, 2016 at SMK 1 PSKD in Jakarta. The respondents of this research were the whole 38 students of eleventh grade of SMK1 PSKD Jakarta consisting of XI AK and XI AP.

This research examined two variables: Students' Motivation (variable X) and English Learning Achievement (variable Y). Data was collected using Non-test instruments. There were two kinds of data. The first data was questionnaire to measure students' motivation. The questionnaire consisted of 17 items statement. These data was obtained by asking the students to indicate their agreement or disagreement to a five-Likert-scaled-option from strongly agree to strongly disagree. The data obtained was analyzed by using SPSS version 23.

Data analysis techniques used in this research were the requirement test, (normality test and linearity test); regression correlation test; and hypothesis test. Normality Test is a type of test to see if the sample data are taken from the normally-distributed. Linearity Test is meant to find out if one variable has linear correlation with another variable significantly. To check the linearity test, the researcher used ANOVA statistic test. Regression Test is meant to investigate if one variable affects another variable. Since the research consisted of one dependent variable and one independent variable, the research used simple linear regression test. Every hypothesis statement of a research should be tested to see if Ho is rejected or accepted.

Result and Discussion

The requirements analysis result

Testing requirement analysis is aimed to know whether the research data were normally distributed and to know whether the correlation between the two variables is linear. The testing requirement analysis performed included normality and linearity test.

Table 1.
Normality Test of English Learning Achievement

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
English Learning Achievement	.129	38	.113	.945	38	.060
a. Lilliefors Significance Correction						

The Table 1 shows the significant value (Sig.) is at 0.113 for the English Learning Achievement. Because the significant value is greater than significance level ($\alpha = 0.05$), then the English Learning Achievement is normally distributed.

Table 2.
Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
English Learning Achievement * Students' Motivation	Between Groups	(Combined)	381.122	1	22.419	1.399	.235
		Linearity	73.649	1	73.649	4.595	.045
		Deviation from Linearity	307.473	1	19.217	1.199	.346
	Within Groups		320.589	2	16.029		
	Total		701.711	3			
				7			

The analysis result shows that the Sig. value of Linearity is (0.045) < Sig. level (0.05). Consequently correlation is in linear regression.

Table 3.
Regression Correlation Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	73649	1	73.649	4.222	.047 ^b
	Residual	628.061	36	17.446		
	Total	701.711	37			

a. Dependent Variable: English Learning Achievement

b. Predictors: (Constant), Students' Motivation

The table 3 shows the Sig. value (0.047) can be said Sig. value < Sig. level (0.05). In other words H_0 rejected. Thus the variables X influencing variable Y.

Table 4.
Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.324 ^a	.105	.080	4.177

a. Predictors: (Constant), Students' Motivation

To test the correlation between those variables the formula needs the Interpretation of correlation (Sudijono, 1987, p.193). r (0.324 means Variable X has weak effect on Variable Y.

Table 5
Hypothesis Test

		Students' Motivation	English Learning Achievement
Students' Motivation	Pearson Correlation	1	.324 [*]
	Sig. (2-tailed)		.047
	N	38	38
English Learning Achievement	Pearson Correlation	.324 [*]	1
	Sig. (2-tailed)	.047	
	N	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the Table 5, it is found there is a weak and positive correlation between the variable X to variable Y for 0.324.

The decision criteria are:

H₀: If Sig. value > Sig. level (0.05), H_a is rejected; while

H_a: If Sig. value ≤ Sig. level (0.05), H₀ is rejected.

H₀: There is no positive correlation between students' motivation and Language Learning Achievement.

H_a: There is a positive correlation between students' motivation and Language Learning Achievement.

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Determination of Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.324 ^a	.105	.080	4.177

a. Predictors: (Constant), Students' Motivation

The table 4.9 shows that Variable X influences 10.5% to Variable Y. The rest influenced by other factors outside of the study, which amounted to 89.5%.

Conclusion and Suggestion

Conclusion

Based on the data analysis results and discussion in the previous chapter, it is concluded that there is positive correlation between students' motivation and English learning achievement of the Eleventh grades at SMK 1 PSKD. It can be seen from the correlation coefficient (0.324) located in 0.20 to 0.40. The influence of students' motivation to the achievement in learning English 10.5% and the rest was influenced by other undefined factors this research.

Suggestion

The research outcome shows that there is a positive correlation between students' motivation and their English learning achievement. So, the teachers should give more encouragement to the students besides giving or transferring knowledge. Teacher should be more creative in giving a lesson and using various teaching method so the students can be more

comfortable and more interested in learning English. The students should practice English and make it as a habit. Most importantly, they must have a big desire to learn English. The parents should give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

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